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into the nature of the ethical process and help him to feel more keenly the great humanizing function of his life-work.

8. The question may be raised as to the usability of this book as a text. To some it will seem rather large for this purpose. To my mind this is not a serious objection, even for classes in normal school. The more concrete portions of the book can be covered rapidly. In many cases they may be read outside of classwork for the purpose of giving the student perspective in the study of the more abstract and theoretical portions. Judicious selection on the part of the teacher, however, would be necessary in order to cover the ground in the time ordinarily allotted to the course either in college or normal school.

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*Language Lessons from Literature and Language, Grammar, and Composition.* By ALICE WOODWORTH COOLEY AND W. F. WEBSTER. Boston: Houghton, Mifflin & Co., 1905.

*Modern English*, Books I and II. By HENRY P. EMERSON AND IDA C. BENDER. New York: Macmillan Co., 1906. Pp. 258. \$0.35.

*Word Studies.* By EDWIN S. SHEPPE. Richmond: B. F. Johnson Publishing Co., 1905.

Genuine self-expression is the end aimed at in the Cooley-Webster series. Training in language, say the authors, is a legitimate and necessary part of all school activities; no special practice lessons would be necessary if bad habits were not formed outside of school. Literature is valuable mainly in vitalizing the commonplaces of everyday life and in providing a standard of expression and an influence toward purity and precision in the use of language. The authors are wise in urging that very free use be made of the two books, the teacher choosing, adding, or adapting as the special need may require. They are surely right, also, in urging that grammar be not substituted for composition in the higher grades but applied in composition. The series as a whole is the work of teachers of breadth and experience, who have brought much good material together, which they handle with ingenuity and freshness. It is worth noting that one of the authors is a teacher in secondary schools. If the results aimed at are secured, the pupils will enter high school well prepared.

The "Modern English" series is similar in general plan to that by Webster and Cooley. The authors have less to say about their purposes, but they lay great stress upon the importance of securing the interest of the pupils and have tried to arrange their material so as to provide "cycles of interests." The exercises strike one, however, as somewhat formal and not likely to prove particularly fascinating. In fact, an atmosphere of plain schoolroom drill characterizes both books. The material is not specially thought-provoking nor abundant. Certainly the composition work in the higher book would prove inadequate for the seventh and eighth grades. The grammar lessons are isolated.

Sheppe's *Word Studies* is an advanced word book, for use in grammar

grades or in the first years of high school. It contains sections on pronunciation, spelling, and derivation and a brief dictionary. The author has had in mind, apparently, certain specific needs of the children, and has sought to prepare a practical manual for study and reference. To the child with no dictionary, it would be of positive value. Class exercises might, at times, be based upon it. But, as in so many similar books, the words chosen are not those which the learner will use or with which he will have difficulty. As for studies in derivation, anything more than incidental lessons in word composition would seem to be of doubtful value to children in the grades. With regard to such studies, as well as to the other topics presented, the book will prove very suggestive to teachers.

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*Two Dramatizations from Vergil.* I, "Dido, The Phoenician Queen;" II, "The Fall of Troy." Arranged and Translated into English Verse by FRANK JUSTUS MILLER. The Stage Directions and Music for the "Dido" contributed by J. RALEIGH NELSON. Chicago: The University of Chicago Press, 1908. Pp. 120. \$1.08 postpaid.

The merit of Professor Miller's dramatization of the love story of Aeneas and Dido, which was published in 1900 under the title of *Dido—An Epic Tragedy*, has been proved by the continued demand made for the book. In response to this demand the author has published a second edition in which the same dramatization appears with no change of form but under a new title, *Dido—The Phoenician Queen*. This volume contains also a second dramatic adaptation from Vergil, the story of the Fall of Troy as related in the second book of the *Aeneid*.

Both of these stories are full of human interest and appeal to those universal elements of human sympathy that belong to all times and places. Filled with intensity of action and feeling, they are in their very nature dramatic; but when we read them in their epic setting, we seldom realize the completeness of their dramatic form. The student of Vergil ordinarily reads too few lines at a time to enable him to gain that breadth of view that alone can make it possible for him to see the unity of the whole story. In this the present volume will be found to be of great assistance and it is therefore of value not only to those who have not read the Roman epic but also to those who have.

In arranging and translating these tragedies, only such minor changes as were necessary have been made. The greater part of both stories remains, as nearly as the process of translation allowed, in the same form as that in which it was originally expressed, and Professor Miller's iambs are remarkably faithful to the spirit of the Latin hexameters.

The first tragedy, which is already familiar to many readers in its present form, is the account of the relations that arose between the Trojans and the Tyrians while the former tarried at Carthage on their way to Italy. It begins the morning after Aeneas and his companions, storm-tossed and weary, were driven to the shores of Africa, and ends when they took their departure from these same shores.